NCAI’s 12th Annual Tribal Leader/Scholar Forum
POSTER SESSION
Ballroom Foyer
9:00am-1:00pm

Tribal Leaders continually share how much they value engaging with numerous scholars across varied research disciplines in a condensed period of time. The poster session creates a supportive environment for learning between presenters and other attendees. Participants walk from one poster to another to hear poster presenters share cutting-edge research in a short (and meaningful!) period of time.

“Indigenous Perspectives on Biobanking and Genetics Research: Findings to inform Sovereign nation policy development and ethical oversight for the All of Us precision medicine initiative”
Dr. Nanibaa’ Garrison, Seattle Children’s Research Institute and University of Washington
Dr. Ka’imi Sinclair & Cynthia Gamble, Washington State University

“Exploring the Effect of Indigenous College Student Mentors on the Well-being of Urban Indigenous Youth in San Francisco”
Audrey Juliussen, Stanford University

“Indigenous Rights is Environmental Justice: Programming & Insights from an American Indian Studies Center”
Kellie Thompson, Washington University-St. Louis, Kathryn M. Buder Center for American Indian Studies

“Integrating Art and Culture into Water Infrastructure Sustainability: Key Insights from the Water is Life Project”
Marleah LaBelle, National Tribal Water Center

“Graduation Expectations & Associated Factors among Urban AI/AN & White Students”
Adrian Dominguez, Urban Indian Health Institute
Background

Education is one of the strongest predictors of health.\(^1,2\) American Indian and Alaska Native (AI/AN) students have the lowest high school graduation rates compared to other racial/ethnic groups.\(^3\) Substance use, school disciplinary actions, and poor academic behavior have been associated with dropping out of high school.\(^2\)

This study aims to understand the graduation expectations and graduation-associated risk and protective factors for urban AI/AN students and how these factors compare to urban white students.

Methods

National data from the 2003-2013 Monitoring the Future (MTF) Survey was used for the analysis. MTF is an on-going survey of the attitudes, behaviors, and values of secondary students, college students, and young adults in the US. Predictors included substance use, school behavior and attitude, and social support.

The outcome was defined as definitely/probably won’t graduate vs. expecting to graduate

Results

Table 1. Demographics and Chi-Square Tests of Risk Factors and Protective Factors By Urban AI/AN and White Students.

<table>
<thead>
<tr>
<th></th>
<th>% AI/AN N = 8,789</th>
<th>% White N = 148,439</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>46.0</td>
<td>50.0</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Female</td>
<td>54.0</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td><strong>Number of parents in household</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>5.8</td>
<td>2.0</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>One</td>
<td>29.0</td>
<td>16.4</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>65.2</td>
<td>81.6</td>
<td></td>
</tr>
<tr>
<td><strong>Others besides immediate family in household</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expecting to not graduate</td>
<td>2.4</td>
<td>0.9</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Expecting to graduate</td>
<td>97.6</td>
<td>99.1</td>
<td>&lt;.0001</td>
</tr>
</tbody>
</table>

*indication of statistical significance at p-value < 0.05.

Table 2. Descriptive Statistics and Chi-Square Tests of Risk Factors and Protective Factors By Urban AI/AN and White Students.

<table>
<thead>
<tr>
<th></th>
<th>% AI/AN N = 8,789</th>
<th>% White N = 148,439</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binge-drinking in last 2 weeks</td>
<td>13.3</td>
<td>13.4</td>
<td>0.8648</td>
</tr>
<tr>
<td>Being drunk in last month</td>
<td>11.5</td>
<td>12.4</td>
<td>0.0591</td>
</tr>
<tr>
<td>Held back</td>
<td>14.7</td>
<td>7.5</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Missed school due to illness</td>
<td>27.3</td>
<td>29.3</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Not too happy these days</td>
<td>19.7</td>
<td>11.8</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Thinking of future often</td>
<td>56.2</td>
<td>48.8</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Have plan for after HS</td>
<td>60.6</td>
<td>52.7</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Found school work interesting</td>
<td>21.3</td>
<td>19.8</td>
<td>0.0044</td>
</tr>
<tr>
<td>Tried to do their best in school</td>
<td>76.0</td>
<td>78.2</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Average grade of A</td>
<td>26.7</td>
<td>39.2</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Talk to adult besides parent</td>
<td>35.3</td>
<td>33.1</td>
<td>0.0007</td>
</tr>
<tr>
<td>Talk to parent</td>
<td>24.4</td>
<td>28.7</td>
<td>&lt;.0001</td>
</tr>
</tbody>
</table>

Table 3. Multivariate Logistic Regression Model Comparing AI/ANs and Whites on Expecting to Not Graduate Among Urban Students.

<table>
<thead>
<tr>
<th></th>
<th>OR</th>
<th>95% CI Lower</th>
<th>95% CI Upper</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI/AN vs. white</td>
<td>2.74*</td>
<td>2.27</td>
<td>3.31</td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Multivariate Logistic Regression Models Comparing AI/ANs and Whites on Expecting to Not Graduate Among Urban Students with Risk Factor.

<table>
<thead>
<tr>
<th></th>
<th>OR</th>
<th>95% CI Lower</th>
<th>95% CI Upper</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binge-drinking in last 2 weeks</td>
<td>1.92*</td>
<td>1.54</td>
<td>2.77</td>
<td></td>
</tr>
<tr>
<td>Being drunk in last month</td>
<td>2.40*</td>
<td>1.62</td>
<td>3.54</td>
<td></td>
</tr>
<tr>
<td>Held back</td>
<td>1.53*</td>
<td>1.13</td>
<td>2.08</td>
<td></td>
</tr>
<tr>
<td>Missed school due to illness</td>
<td>2.15*</td>
<td>1.53</td>
<td>3.03</td>
<td></td>
</tr>
<tr>
<td>Not too happy these days</td>
<td>1.44*</td>
<td>1.13</td>
<td>1.85</td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Multivariate Logistic Regression Models Comparing AI/ANs and Whites on Expecting to Graduate Among Urban Students with Protective Factor.

<table>
<thead>
<tr>
<th></th>
<th>OR</th>
<th>95% CI Lower</th>
<th>95% CI Upper</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI/AN vs. white</td>
<td>1.16*</td>
<td>1.21</td>
<td>2.27</td>
<td></td>
</tr>
</tbody>
</table>

*indication of statistical significance at p-value < 0.05.

Conclusions

Urban AI/AN students are at greater risk of not graduating high school, compared to their white counterparts. Potential interventions that address risk factors could focus on alcohol use and school attendance for AI/ANs. Potential interventions to encourage protective factors could focus on getting AI/AN students to think about the future and giving them a chance to foster relationships with other adults besides their parents. The implementation of interventions to address these factors could exert an influence on higher graduation rates, and thereby improved health, for urban AI/ANs. Analyses of the protective factors also speak to the larger issue of needing to consider factors based in Indigenous paradigms, such as cultural connectedness and resiliency.

References

Water is Life: Celebrating Culture and Increasing Awareness

The National Tribal Water Center

Introduction
Alaska Native/American Indian communities face numerous barriers to accessible safe water and sanitation services. Tribes only receive $0.75 for every $100 of need for drinking water (NCAI 2017). Some of the harmful consequences of insufficient water and sewer funding include aging systems that need frequent repair, substandard or unsafe water quality, and utility customers that aren’t engaged or don’t trust their local water. The Water is Life project is a collaboration between the National Tribal Water Center and Alaska Native/American Indian communities. Through community based activities and health education, the project aims to increase the understanding of the health benefits of accessible community-wide sanitation, to improve sustainability of local water infrastructure, and to preserve and share local water cultural knowledge for future generations.

Water Week Educational Activities
Water Week Activities are based largely in art and culture, and serve to educate community members with respect to the water system. The activities and curriculum are tailored to the needs of the partner community and could include activities such as water bingo, a movie night, a photo contest, elder storytelling with youth, and a youth mural. Each event provides opportunities for the project team to talk about the importance and the health benefits of water.

Methods: Community Engagement in Two Alaska Villages
Visioning Meeting
At the heart of the Water is Life project are community visioning meetings. The main outcome of visioning meetings is to provide a ‘canvas’ for community members to share their thoughts, ideas and vision for what they want to see as reflective of their village painted. Community visioning meetings can start with a prayer, some food to share, and people who want to share what water means to them. An indigenous mural artist attends the community visioning meeting, takes notes, listens, and sketches ideas.

Mural painting
A public art mural reflecting the community’s water culture is the lasting piece of the Water is Life project. The mural is a reminder of the culture and heritage of the community and is a source of community pride. When it is connected to the water and sanitation utility, a positive community connection is formed. Water Week culminates in a celebration which serves as the reveal of the mural and youth art as well as an opportunity to recognize operators, utility workers and all those working behind the scenes, doing their best to supply the community with clean water. It is a time to celebrate water and reflect upon how it binds the community together.

Conclusions
Water is Life has shown potential to increase customer satisfaction with the local water and sewer utility and make improvements to the utility finances. There are many other positive outcomes of the Water is Life project that cannot be measured. From elders and culture bearers sharing their traditional and cultural knowledge with the community, and time spent together creating artwork and discussing the importance of clean healthy water are experiences that may not have a measure that can be quantified. An online curriculum that includes all of the resources needed to carry out the Water is Life project in your community will be available in Fall 2017. Additionally, a formal evaluation of the project will help determine the long-term effectiveness of the Water is Life project and help identify areas of improvement and gaps in programming.

Data/Results

Russian Mission, Alaska

Deering, Alaska

Figure 1. Community water system monthly FY 2016 net worth before during and following the April 2016 “Water is Life” project in Russian Mission AK.

Figure 2. Community water system monthly FY 2016 and FY 2017 net worth before during and following the June 2016 “Water is Life” project in Deering AK.

Work Cited

Acknowledgements
Alaska Rural Utility Collaborative
US Centers for Disease Control
James Temte, NTWC Director
Indigenous Rights is Environmental Justice:
Programming and Insights from an American Indian Studies Center

Kellie Thompson, MSW, Kathryn M. Buder Center for American Indian Studies

Background

- UN Declaration of Indigenous Rights recognizes the right of Indigenous peoples to have sovereignty over traditional land, resources and development of the land and resources. (United Nations, 2008)
- Environmental justice is defined by the EPA as “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.” (U.S Environmental Protection Agency, n.d.)
- Environmental justice in tribal communities is connected to tribal sovereignty and the ability of tribal nations to ensure the health of the people, the resources, land and future generations.

Question

How can the Kathryn M. Buder Center for American Indian Studies impact Indigenous communities and environmental justice in these communities?

Purpose

- Create an Indigenous Rights and Environmental Justice Symposium.
- To inform people about the Dakota Access Pipeline and its impact on tribal communities and members.
- To provide information on environmental justice issues other Indigenous communities face.
- To highlight the impact of environment on health and nutrition.
- To provide a legal understanding of tribal sovereignty and Indigenous rights in regard to land.
- To highlight environmental issues and advocacy in the St. Louis area.
- To provide information on St. Louis’ Indigenous history.

Discussion

- Environmental justice is an issue that impacts many American Indian/Alaska Native communities, as well as non-Indigenous communities.
- People have the ability to impact change at the local level.
- Next Steps: Provide students with professional development and educational opportunities that are related to environmental justice and Indigenous rights.
- Next Steps: Identify ways the Buder Center can engage tribal leaders on environmental justice issues to transmit knowledge and needs to students.

Policy

- Tribal Chairman
- Associate Professor, Sociocultural Anthropology
- St. Louis Alderwoman
- Senior Lecturer, Archaeology
- Professor and Graduate Student, Anthropology
- Professor, Geology
- Students

Environmental Justice

Social Work

- Social Work Department Chair
- Students

Legal

- Director of American Indian Center
- Adjunct Professor of Law & Director of the American Indian Law & Economic Development Program

Environment and Health

- Brown School Committee for Diversity, Inclusion and Equity
- Office of the Provost
- Center for the Humanities
- American Indian Student Association
- University of North Carolina Chapel Hill American Indian Center
- American Academy of Social Work and Social Welfare (Grand Challenges)

References


Acknowledgments

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- Kathryn M. Buder Center for American Indian Studies
- Center for Social Development
- University College
- Brown School Dean’s Office
- University College
- American Indian Student Association
- Center for Social Development
- University College
- Office of the Provost
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Contact Information

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